

The Specifics of Speaking English in Czech Business Administration (The Requirements of Practice)

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ABSTRAKT

Tato bakalářská práce se věnuje požadavkům v oblasti jazyka a praxe, které si firmy s mezinárodním působením kladou za důraz při obsazování pracovních pozic. Teoretická část se soustředí na klasifikaci a vymezení pojmu obchodní angličtiny v rámci mezinárodního byznysu, jehož nesdílnou součástí jsou všudypřítomné kulturní rozdíly, kterým je taktéž věnovaná pozornost. Praktická část je založena na kvantitativním výzkumu, k jehož realizaci byl vytvořen dotazník, který byl použit pro získání podrobnějších informací z oblasti nábory, vzdělávání a dovedností zaměstnanců v dotazovaných firmách. Tato bakalářská práce může poskytnout společnostem, jejichž byznys je spojený s mezinárodním obchodem, různorodé informace o kulturních odlišnostech napříč světem s ohledem ke komunikaci v anglickém jazyce.

Klíčová slova: kulturní rozdíly, byznys angličtina, pohovor, druhý jazyk, vzdělávání zaměstnanců,

ABSTRACT

This bachelor thesis deals with the requirements of language and practice when filling vacancies in companies operating on an international level. The theoretical part focuses on the classification and definition of Business English form and cultural differences which are an integral part of international trade. The practical part is based on quantitative research, for which a questionnaire was created and used for obtaining more detail information regarding employee recruitment, their skills and training in the interviewed companies. This bachelor thesis can provide companies, whose business is focused on international trade, with information about cultural differences across the world with regard to communication in English.

Keywords: cultural differences, Business English, interview, second language, employee education

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I hereby declare that the print version of my Bachelor's/Master's thesis and the electronic version of my thesis deposited in the IS/STAG system are identical.

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INTRODUCTION

English language belongs to the most wide-spread languages in the world. Herbst points out that there are four factors which caused the world-wide spread of English language - the expansion of the British Empire overseas; the political rise and economic growth of the United States in 1950s; the modern development of information and communication technologies; the globalisation and involvement of companies in international markets (2010). The importance of English could not be overestimated, for the reason that this language is used in different spheres of life to which belong politics, education, business, healthcare, etc. The English language is especially significant in economical and political unions of various countries, because it is one of the means of understanding and delivering the message. It gained a status of a procedural language in the European Union, which means that the internal documentation of the European Commission is held in English. Thus, business, politics, trade in the Czech Republic, as well as in other countries, find English language to be one of the means to succeed in terms of extension of the outreach potential.

This thesis researches the importance of English language for Czech employers. The aim of this thesis is not only to research the aspect of the language, but also the importance of English literature and cultural background. Another aim is to find out whether graduates of the English for Business Administration course degree are qualified enough to comply with employers' requirements. For this purpose the author constructed a questionnaire, which was sent to employers in order to receive the answers and analyse the provided information.

This is a unique research of Czech employers' opinion regarding the implication of foreign language. Indeed, at present, general research of English language for Czech business administration is still in its infancy.

The thesis consists of Introduction, Body, which, in turn, consists of Theoretical part, Analysis and Conclusion. The theoretical part is about English for business administration and is composed of a description of the English for business administration courses structure, Specifics of Business English, mistakes in Czech business communication, description of cross-cultural business behaviour, English skill examination by employers, educational programs in the Czech business environment. Analysis is composed of Methodological part and Results. For this thesis a quantitative method was used and the results are represented in graphs.

The results of this work can be used by potential employees to acquire an insight into the employer's demands regarding English skills. This work might be taken into consideration by Higher Education Institutions to adjust their English programs to the needs of employers. This, in turn, might affect the unemployment rate in the region, because graduates would fit the employers' demands. In addition, this thesis highlights main challenges of English for Czech speakers and gives an understanding of the cross-cultural business behaviour differences. Moreover, the significance of educational programs in a Czech business environment is also discussed.

I. THEORY

1 ENGLISH FOR BUSINESS ADMINISTRATION

The English for business administration bachelor's degree program provides students with a comprehensive exploration of English and American cultural studies, literature and expert knowledge obtained from specialized courses focused on managerial practice. The philological unit comprises the study of language for communication, linguistic and cultural studies. The managerial unit consists of a variety of professional subjects such as translatology, sociology, politics, basics of law, basics of finance, management, and marketing. Both, managerial and philological part, is well balanced and students acquire a high level of language competency, as well as expert knowledge of professional subjects. In addition, the acquisition of computing skills and information technology is an integral component of the course of study. Graduates of the English Language for Business Administration study program acquired proficiency in written and spoken English that will allow them to hold positions as a manager or assistant in a private and state-owned company operating abroad, in financial institutions, in foreign trade and in companies communicating in English. They can also be employed in lower management positions, as professional translators of economic texts especially. The balanced combination of language and economic knowledge allow graduates; to negotiate with foreign partners; to present a company, product or service; to prepare business documents in English (factually, stylistically, grammatically and formally correct). (UTB, 2019)

1.1 Structure of the English for Business Administration courses

Students are supposed to accomplish forty-one compulsory courses throughout the three year study. In addition, overall sixteen compulsory optional courses are provided, from which three semesters are dedicated to second language learning according to the student choice and three out of the thirteen compulsory optional courses students have to complete in the third year of studies. Besides, students have a chance to attend sport activities which are completely optional.

1.1.1 Courses aimed on linguistic disciplines

“The aim of the course **Morphology** is to introduce students to syntactic, morphological and semantic characteristics of English lexical categories (Nouns, Verbs and Adjectives) and grammatical categories related to them such as Pronouns and Modals.” (IS STAG, 2019)

The “**Phonetics and Phonology**” course aim is to introduce students to the basics of phonetics and phonology as a primary linguistic discipline. Students are provided with theoretical knowledge of phonetic system which they can practically use to improve their personal English pronunciation. Students recognize differences between English and native language and are able to create speeches’ transcription. The “**Lexicology**” course gives students insights from linguistic discipline that deals with lexicon, that is, the vocabulary of a language and its use. Vocabulary is a subsystem whose units are words and fixed phrases. The students gain knowledge of English vocabulary and its development. “Students are able to analyse English lexical units from the point of view of their origin, development, changes, function, meaning and use in different styles. The students are able to recognize semantic features of lexical units and relations among them.” (IS/STAG, 2019)

1.1.2 Courses aimed on cultural studies and literature

British studies and **American studies** are courses focused on geography, history and culture as well as the exploration of the politics, religions, economics, ideologies, traditions of the given countries. Students are able to identify key characteristics that serve to assist cultural comprehension of Americans and British. **British Literature Survey** and **American Literature Survey** are subjects focusing on the historical and cultural aspect of British and American literature from the beginning to the present. Students get acquainted with the most important literary periods, significant authors and characteristics of the individual literary movements. Based on the students’ analysis of selected literary work students are able to identify a work of art and determine its historical and cultural context. Besides, the subjects help to develop presenting skills as students must present the analysis of selected work in English in the front of the class (IS/STAG, 2019)

1.1.3 Courses aimed on translation

There are three subjects related to the text translation. The **Basics of Translation** course gives students overview in the field of translatology and the point is additionally to develop the comprehension of theory and practice of translating and interpreting. The follow-up **Translation Seminar** aim is to provide students with practical translation skills of the non-literary texts. Students are familiar with characteristics of basic functional styles (administrative, scientific, journalistic, publicistic, literary). Translation skills are further developed by the **Computer Aided Translation** course which introduces SDL Trados Studio as a software tool used for translation. Students are able to operate individually in

SDL Trados Studio and they learn how to work with translation memory and terminological databases (IS/STAG, 2019).

1.1.4 Courses aimed on Business English

The three **Business English 1,2,3** courses students have to accomplish within three semesters. The aim of the course is to prepare students for professionally oriented communication. The course is focused on extension of students' specialized vocabulary, economic terms, comprehension of business texts and developing listening skills. The **“Practical English 1”** and **“Practical English 2”** courses serve to develop and extend students' knowledge and skills in reading, writing, speaking and listening. After finishing the course, students are able to communicate in English at a Cambridge Advanced C1 level. They are well informed in advanced grammar, developing students' forms of spoken and written English proficiency (IS/STAG, 2019).

1.2 Business English

The knowledge of vocabulary and functional grammar, as well as forms of verbal interactions and language register is essential not only for communication in a foreign language but also in the mother tongue. Moreover, the knowledge of social habits, cultural aspects, and linguistic diversity is important. Communication in a foreign language requires the ability to understand the verbal message conveyed; ability to initiate and finish conversations; ability to read, understand and create a text. People should also be able to make proper use of textbooks, guides and learn languages informally within lifelong learning. Interest in languages and intercultural communication; the sense for cultural variedness; curiosity - are the main positive attitudes to foreign language learning (Veteška and Tureckiová, 2008). Despite the elements, creating a positive attitude toward the language learning the motivation should not be neglected, because it creates long-term persistency during the process of English learning.

There are various forms of English, which refer to regional dialects determined by the geographical location, such as Australian English, Canadian English (those can be described as national varieties) and to social dialects determined by the specifications of social groups to which the speakers belong. Furthermore, there is a Standard English, sometimes referred to as “correct English” which has been distinguished from other dialects and commonly is being used in government, formal texts and assists as a model of English taught in the classes of the foreign language. In addition, two more types of English varieties are distinguished,

particularly British English and American English. With respect to accents, there are different means of pronouncing Standard English - General American is used in American English, whereas Received Pronunciation and BBC English in British English (Herbst, 2010)

The English language has gained the status of a world language which is spoken in 101 countries and, so far, it is the most studied foreign language by 1.5 billion learners. In fact, the number of English non-native speakers, notably exceeds the number of native English speakers (Noack and Gamio, 2015).

As far as international trade is concerned the Business English represents a form of English which is used as an intermediate language for communication with clients, partners from foreign countries. Firth refers to English as a lingua franca that is: “contact language between persons who share neither a common native tongue nor a common national culture, and for whom English is the chosen foreign language of communication” (1996, 240). Firth’s definition of English as a lingua franca is closely approaching to the Business English term because the deals in businesses are mostly closed by the companies operating internationally who are using English as a second language for the communication with business clients abroad.

Since there is no exact definition of Business English it might be defined as a specialized form of the English language that is purposely used for international communication, especially in the business environment, including trade, finance, marketing, etc. The specifics, which distinguishes Business English from other forms of English, are especially the business type of vocabulary and functional language. Many words within Business English would not be recognized or understood even by the native speakers due to the specialized vocabulary which is primarily determined by the activity e.g. banking, import-export, and sales. In terms of functional language, it is necessary to study and practice the language in order to gain skills needed for conducting various business situations such as presenting, business correspondence, and negotiations. Furthermore, Business English is used during business meetings; when writing executive summaries or business reports. (Kastanis and Flores, 2016, p. 115)

Herbst argues that the English language, due to commercial aspects, is one of the best-described languages in the world which is illustrated by the vast number of teaching materials, a grammar book and dictionaries on English (2010, p. 11).

Continuous employee language education targeted at learners of English as second language appeals on improving language competence of the employees in the industry or activity where it is needed, moreover, it enhances an employees’ self-confidence,

qualifications and in return, companies have flexible, qualified workers. The responsibility for long-life education should not be completely put on the company's shoulders. Individuals themselves should as well initiate an informal language learning process to improve their language efficiency (e.g. By watching movies, reading books or news, learning from the guides or textbooks - in English of course). There are a lot of possibilities supporting the development of language skills and knowledge referring to the English Business in terms of textbooks and courses provided by specialized agencies. Those courses are mostly focused on speaking, writing, reading, and listening skill development and might be held online as a part of the e-learning strategy. The courses usually include the teaching of practical vocabulary and grammar, as well as role-play and simulation of real business situations. Many online courses are provided to users for free with support of. Indeed a couple of exercises are accessible for free to present how the online course looks like and what it offers. However, throughout the course, the subscription note pops up and requires a payment in order to get access to the rest of the course, and at this moment, the users have to make a decision either to leave the course or pay and carry on learning.

1.3 Errors in Czech business communication

From the global aspect, the use of the English language is inevitable for businesses trading across borders. However, a higher risk of misunderstanding, is present on the international level of communication where the clash of different cultures, opinions, values and levels of English in particular, creates conditions for businesses.

1.3.1 Czenglish

The phenomena has been observed in utterances of many Czech non-native speakers who are mixing up English with the patterns of their Czech mother tongue and thus, they create a new variation of English. Moreover, involvement of the mother tongue in English has not been detected only in Czech Republic, but in other countries as well. Mixing together Chinese and English refers to Chinglish, Malaysian and English refers to Manglish and Spanglish, which has been observed in Latin America, denotes to the form of the Spanish language which is contaminated with English words and expressions (Talbot, 2016).

The Czech speakers using English as a second language are not aware of the mistakes they produce while delivering either written or oral form of a message, therefore the mistakes are unintentional. However, the message conveyed might cause misunderstanding and confusion between the parties involved in the communication process. In this aspect, a useful

handbook “English or Czenglish?” written by Don Sparling gives an accurate description of the certain words in English, he also gives examples of situations, in which, English phrases are used incorrectly by the Czech speakers. The book serves to the Czech speakers of English to avoid peculiar phrases which they consider naturally logical, but are incomprehensible or even ridiculous to speakers of a different mother tongue.

This paragraph demonstrates Czenglish phenomena using the example of two-word expressions ‘business partner’ in English and ‘obchodní partner’ in Czech.

In English the ‘business partner’ refers to a person who is a company co-owner, whereas in Czech the phrase ‘obchodní partner’ refers to suppliers; customers; clients. The word partner itself causes the struggle when Czech speakers translate their suppliers as partners in English. However, the native or non-native speaker knowing the meaning of the term ‘business partner’ implies that his Czech counterpart is talking about the company co-owners, but the Czech speaker is indeed talking about suppliers. Thus, the error occurred within communication which may have consequences in later stage of negotiations. The knowledge of business vocabulary might be a prevention of occurrences of errors in communication. In case of business correspondence, the time is the cost, as the recipient might not understand the purpose or content of the letter and have to contact the sender for additional information or explanation. Talbot states that “writing business English is about reducing verbosity, avoiding misunderstanding and crafting clear, concise messages. But the fewer words you write, the more important it is that you get them right (2016, p. 69).

1.4 Cross-cultural business behaviour

Language and culture are inseparable. To teach a language means to teach its culture as well. Brown states, “Whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling, and acting” (2007, 74). This could be described as a necessity, especially in business on a world-wide scale, where the communication is held in foreign language. Cultural orientation in international environment is an important part of business strategy and it should be treated with a great seriousness. Due to the increasing interaction among business contacts, knowing their cultural background is an advantage which might lead to successful partnership. However, in case, lacking the knowledge of social and cultural diversity a potential deal might fall through.

Gesteland points out there are two iron rules in business:

- 1) “In international business, the visitor is expected to understand the local (host) culture.” (2012, p. 22)

One should know the customs and traditions of visited country to avoid social faux pas which is usually caused by lacking knowledge of a cultural background. Errors in recognition of local culture are being is subject of an individual choice. “Failure to adapt is a conscious choice rather than merely an error of ignorance.” (Deal, Leslie, Dalton and Ernst 2003, 150).

For instance, it is common for Czechs to rub a children’s head especially, in the meaning of a praise or recognition. In contrast to Thailand, but like in any other country, there are local customs visitors should follow to avoid offending someone unknowingly. The Thai people are very reluctant to physical contact, they never touch the head of another person no matter if it is a child or an adult. The head is considered to be the purest and sacred part of the body (Finlay, 2018). In terms of business it means that the businessman will not make a successful deal without knowledge of the cultural aspects of his international partner.

The Gesteland’s second iron rule in business is described as following:

- 2) “In international business, the seller is expected to adapt to the buyer.” (2012, 22)

The definition by Deal et al. points out a set of prerequisites for culture adaptability and it is referred to support the second iron rule:

“Cultural adaptability is the motivation and ability to adapt one’s behaviour to the prevailing norms, values, beliefs, customs, and expectations that function as a societal level prototype in a given geographical location” (2003, 150).

From the perspective view of organizations and global business protocol, why is it important to know values, historical context, norms, beliefs, etc., of given country? It serves far more purposes. First, a companies’ potential entry to a new market abroad requires the research whether the products offered to locals will generate profit or not. Second, knowledge of the cultural background (e.g. with the help of researching methods in given country) gives companies a competitive advantage, they are aware of possible risks in the process of entering new market, therefore, each step must be considered thoroughly in order to avoid blunders which could be taken as an advantage by other competitors.

With an entry to new foreign market, exports boost economic growth and create new job positions, and of course, wider number of customers are expected to be targeted (Amadeo, 2019). In order to gain a profit from the new market, the seller needs to get acquainted with the customs and habits of the potential customers. Therefore, how the

company, which brought hamburgers to the world, wants to conquer the market in India, despite the fact that “India has more vegetarians than everywhere else in the world combined”? (Edelstein, 2014, p. 281)

Furthermore, how the hamburgers, originally made of beef meat are going to be successful in the second most populated country with population nearly one billion people where the beef meat and pork meat¹ is not being eaten for religious purposes?

The McDonald approached the Indian marketplace consciously and had been aware of cultural differences in the Indian market structure. The company presents a good example of adapting behaviour to the immense Indian market diversity. It is obvious that the food chain had to offer more, to cater local taste, rather than just the classic menu option which might work for many other countries, but not for India in particular. Therefore, completely new products were introduced to customers – vegetable burgers to the large Hindu population and mutton patties to Indian Muslims (Ramachandran, 2000). Furthermore, the Maharaja Mac, which is fundamentally a Big Mac, made with chicken patties instead and McAloo Tikki, portrayed as a burger with a fiery breaded potato patty, red onions, tomatoes and an extraordinary vegetable sauce were proposed to Indian market (“McDonald's to beef up in India”, 2012).

1.4.1 Patterns of cross-cultural business behaviour

There are two different types of business behaviour across the world. The first so called deal-focused behaviour (DF) in business is very task-oriented. DF people don't mind communicating with strangers from foreign countries, because for them the negotiation process is important, as well as closing the deal and eventual transaction. Examples of deal-focused cultures are North America, Northern Europe, the UK, Australia, and New Zealand. Whereas, in relation-ship focused (RF) countries the main principle of business cooperation is the relationship with potential customers or partners. RF people are opened for doing business with someone they already know like friends, family members rather than with strangers. Basically, it is essential to become friends first, then building a mutual rapport and making the deal in the final phase. This behaviour is typical for Arabs, Africans, Latin Americans and most Asians. While the DF countries are used to solve problems or to discuss business matters over the phone, via emails, videoconferences, etc., RF countries prefer the

¹ Meat consumption in regards to India is influenced by the religions in which pork is forbidden to Muslims and beef is prohibited to Hindus. The meat preference of consumers in India is mostly poultry which is generally accepted.

face-to-face communication, rather than the teleconferencing. It is common for both DF and RF people to socialize over the meals, drinks and various activities. Interesting is the aspect of time perception in both cultures. The DF people sometimes seem to be very punctual regarding meetings, scheduling. However, RF people are more relaxed towards the time which is not perceived to be that important, as building relationships. The DF time-oriented people might come into conflict with their RF counterpart coming late on the meeting on which have both sides mutually agreed. The act of coming late could have been considered as rude or undisciplined and might imply that the counterpart is not serious enough. However, on the other hand, the RF people might perceive their DF counterparts as people worshipping time and deadlines (Gesteland, 2012).

Mulder (2017) further explains difference between the two cultural business behaviours: “People from a relationship-focused culture often think negotiating partners from deal-focused cultures are harsh, pushy and aggressive. People from the deal-focused culture, think that the other culture is often vague and therefore unreliable and not decisive enough.” (“Business, deal-focused cultures versus relationship-focused cultures”, para. 3)

Prior awareness of cultural differences is essential to the companies operating on the international market. The DF, knowing the characteristics of their RF counterparts, will be ready and much more patient in cooperation, if they understand that the RF businesses are based on the mutual rapport, and if they know the negotiations might take a long time before the potential deal is closed. The RF countries, on the other hand, might indicate how important the negotiations and the time for consideration is, in order to avoid conflicts between the parties.

1.4.2 Czech business behaviour profile

Czech attitudes, beliefs, and values have been influenced by German culture from the historical aspect (Austro-German Habsburg rule). Furthermore, they have been influenced by a vast number of German-speaking people living in the western part of Bohemia. German tourism, investments, and trade had its prominent role after 1989, as well. He remarks the geography and history to be the factors, which make Czechs the transaction-oriented business people who often get down to business quickly and are quite opened to talk business with strangers. The verbal directness of Czech business people is frank and direct which is also characteristic for northern Europe. Formality is the component of any business negotiations in the Czech environment, it is expressed by greeting rituals and the way people dress, higher level of formality is maintained oppose to Scandinavians or North Americans.

Czechs are fond of punctuality, once the meeting is established the visitors are supposed to come on the time agreed and they can expect the same from their local counterparts. The communication style of Czech business people is rather reserved and, tending to avoid the open display of emotions, which should be taken into consideration especially by counterparts from expressive cultures. It is advisable to keep the voice down, because Czechs are displeased by loud voices or by tapping on the table. It is good to maintain interpersonal distance of 25 to 40 cm. Moreover, in terms of physical touching the handshake is generally accepted. Good topics for conversation or small talk with Czechs are football, ice hockey, weather forecast, hiking, and biking. However, it is recommended to avoid references to politics or communist era (Gestland, 2012.)

1.5 English skill examination by employers

Testing language proficiency in English is sort of standard recruitment procedure before hiring a potential employee, especially for a job position where English is a key element. To date, there are several common practices, depending on preferences, to test English skills which result in finding out candidates' English language skills. It is primarily an employers' choice which method to use, based on their requirements. Whereas the interview is great tool for finding out candidates' speaking skills, which is important in case of communication with foreigners over the phone, the written test might serve better in case the job position requires skills for managing a business correspondence.

1.5.1 Interview

The interview is structured and conducted meeting by one or more interviewers, designed to evaluate a person's suitability for a job, based on the interviewee's responses to the questions asked (Kurian, 2013).

In fact, an interview is a crucial process and one of the most frequent fact-finding methods used in recruiting. To be an interview successful, it is supposed to be thoroughly prepared in order to fulfil the common goal - to judge a candidate's appropriateness for a job position (Koubek, 2007).

According to Koubek (2007), an interview has another three main objectives. Firstly, to gain a piece of additional and deeper information about potential employees, their expectations, prospects, and work goals. Secondly, to provide a candidates with information regarding a company and a job position. It is required to provide the applicants with the realistic image of a work (e.g. presentation of tasks on a daily basis, duties) and not to

knowingly mislead them. Thirdly, the last goal is to judge an applicants' personality. In addition, the fourth goal has been discussed recently. The aim is to create, or set up friendly relations between a company and candidates and thus evoke the feeling in candidates that they are being treated fairly by well-mannered people. In other words, an interview as an instrument is also a way of creating companies' good reputation.

An interview might be held either in a native or foreign language depending on a job position and language that is crucial for executing the job position. From the candidates' utterances, the language aspect of pronunciation might be analysed, as well as vocabulary extension, and grammar usage. However, an applicant's excellent skills, professional qualification and knowledge essential for a job position does not guarantee to get a place in the company. Employers also examine an applicant's characteristics, values, beliefs and based on that the employers decide whether the applicant's qualities correspond with the corporate culture.

The interview's advantage is that seeing applicants in person brings the opportunity to validate their credibility. If one had stated in a curriculum vitae (CV) higher level of English than it actually is, then, the interview conducted in English is an accurate method to use to kill two birds with one stone - an applicant's real language proficiency will be found out and truthfulness of the language skills information mentioned in CV will be proven either false or right.

1.5.2 Written test

Testing the written proficiency is particularly important for employees who will be communicating in written form on a daily basis. There are several ways to test applicants' English proficiency.

Employers might ask to provide them with a cover letter written in English. The aim of the cover letter is to obtain information about the person, including hobbies and interests, mostly it is required to mention the reasons why the person wants to work in the company and how the person can contribute to the company. While writing the letter, the emphasis should be put on vocabulary and grammar. It is better to avoid trivial sentences, however long, complex sentences might cause difficulty, if one's command of the English language is insufficient. Another form of testing English written proficiency is an exam focused on grammar which helps employers to gain insight of applicants' genuine knowledge of English language. The exam might consist of multiple choice questions, filling in the missing words, looking for mistakes within a sentence, etc. Moreover, a grammar examination might

incorporate phrasal verbs typical for English and the use of prepositions. An applicants can be tested for the knowledge of the vocabulary essential to the job position. In such a case, the only preparation is learning vocabulary by heart. A certain job positions require managing of business correspondence, on which the testing is based on. In formal English and Czech business correspondence, there are differences of which applicants ought to be aware and focus on them. Knowing the business vocabulary, types of business letters and its structures, the proper use of addressing and salutations in English business correspondence are essential features for executing a business correspondence. As far as business correspondence is concerned, the business letter sent abroad should comply with a basic requirements of English business apparently because it is a sign of a company representation and reputation as well (Pličková, 2008).

1.5.3 Reading and translating text

This method is rather less frequently used than the two the previously mentioned ones. How this method can be beneficial? When the applicant is reading a text, at the same time, the interviewer is analysing the pronunciation, punctuation, and word-stress. Besides, the interviewer assess applicant's overall performance. Once the reading has been done, the translation of the exact text follows. In this part, the applicant is translating text as it goes and the interviewer is observing the flow of thoughts and relevance of the translated text to the original one. The reading and translation method has its disadvantage that none of the applicants personal qualities cannot be discovered if only this method is used. Therefore, the method serves its purpose the best when it is combined with one of the methods mentioned above.

1.6 Educational programs in Czech business environment

Continuous employee education and development plays a prominent role partly determining an organization's success. Furthermore, it brings a company comparative advantage on the market in the form of qualified workers. Once the company decide to implement educational programs, it should be done in four steps - identification of needs, planning, implementation of the education program, and outcome assessment. (Urbancová, 2018).

Requirements on employee's skills and knowledge are constantly changing in a modern society. One must be continuously deepening and broadening the skills, as well as knowledge in order to be employed. The initial intention upon company education program is to ensure flexibility that is important in case of changes in the market. Thus, the company

flexibility is defined by employees, who are ready to support and embrace the changes. Several reasons will be listed to demonstrate why continuous employee education and development is important factor within the company. First, due to a new insights and technology development the employees' skills and knowledge become out of date. Second, as a human needs are constantly changing it results in changes on the market as well, therefore the versatility of products and services is required in order to satisfy customers' needs. Third, employee care and development is a sign of the company's good reputation, it also creates the fundamental business culture contributing to the consolidation of current employees and facilitates the recruiting process. Fourth, the companies are putting a substantial emphasis on customer care, products and service quality (Koubek, 2007).

Employees' education within an organization should be viewed as investment, not cost. Thanks to the education provided at work, it has a direct impact on employees' behaviour, attitudes, motivation and develops in some cases loyalty toward the company. In fact, the preservation of the current employees in the company is much cheaper than the costs arising from the process of recruiting new people.

Motivation of the employees plays a great part in their education, especially in learning languages. Dornyei and Ryan explain that the motivation is stimulus essential toward language learning which: "provides the primary impetus to initiate second language learning and later the driving force to sustain the long, often tedious learning process; indeed, all the other factors involved in second language acquisition presuppose motivation to some extent. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula or good teaching enough on their own to ensure student achievement" (2015, p.72). It is obvious the ongoing motivation, of course, has positive impact on employees' behaviour and performance.

However, the careless use of motivation by executive employees might cause an undesirable employee demotivation at the workplace, especially in case an employee is told to do a work which the employee find meaningless. Therefore, it is important to show employees not only what to do, but also why it is important and what the outcome of the work is. To date, the money is no longer the main motivational factor and employees desire recognition, appraise for the work done, they want feel comfortable at the workplace and want to do a meaningful work (Svatoš, 2015).

1.6.1 Language English courses

English courses, as a part of company educational program, are being offered within employee benefits. The aim of employee benefits is to create an above-standard conditions for workers. Furthermore, as part of employee care, the benefits are great allurements for potential workers and they serve as well as a motivational factor for maintaining current employees. By providing a wide range of employee benefits, companies are trying to distinguish themselves from others on the market, enhance their image and goodwill (“Zaměstnanecké benefity”, 2015).

English language courses serve to develop the employees’ language competencies, which are important not only for the execution of the job position, but for employee’s individual needs too. The necessity of language courses derives from the company aims (Vlková, 2017).

According to the research conducted by language agency Skřivánek, the 9 out of the 10 respondents are aware of the fact that the knowledge of at least one foreign language brings them a comparative advantage. Therefore, the respondents would welcome the language courses to be part of the company education program. However, employers quite often don’t want to cooperate with language agencies in the long run due to the conceptual long-term preparation of language courses. In many cases, the employers contribute money to employees on a one-time basis and employees use the contribution for language training on an occasional, irregular basis, as well as any other corporate benefits. Therefore, language learning does not have the necessary continuation and the effectiveness of learning is low. The employers aware of language learning importance motivate their employees with paid short-term language courses abroad or an international certificate, which the employees can attend once they acquire a specific level of English in the language course (Loucký, 2018)

According to the Continuing Vocational Training Survey (CVTS 5) implemented in 2015, the Czech Statistical Office published paperwork concerning 9 224 Czech economic entities involved in the survey and it was discovered that nearly 60% of the companies hadn’t been providing their employees with any educational program in 2015. The most common reason companies mentioned is that employee's current qualification, skills, and abilities correspond with the present companies’ needs. It has been also discovered that companies usually outsource the activity regarding the employees education program, to language education institutions (79%) more often than it is done by the company internal units (ČSÚ, 2018).

The companies' aims and requirements in the continual learning process are being negotiated with education agencies and courses are, therefore, company tailored. There are varieties of learning processes which might be implemented within companies. For instance, the language agency Skřivánek offers customers a group or individual classes of English language. The individual lessons are used for education of e.g. top managers, whereas in the group classes the wider range of employees might be involved. Furthermore, the language agency offers online learning, which is accessible online, using a computer and network connection. In addition, this type of learning is very time-flexible from the perspective of a learner. The Skřivánek agency provides a possibility of learning with the use of Skype, the software for giving lectures and seminars, of course, online. To the advantages of this type of learning belong time-flexibility, saving costs for travelling, having access everywhere where the internet is. ("Typy kurzů", 2019)

1.6.2 Workshops

The workshop is a type of educational method based on participants' mutual interaction, which serves to deepen the knowledge and to broaden the horizons by using diverse methods and techniques. At the workshop there are topics for discussion which usually have problem-solving, training or motivational character. The person responsible for the course of the workshop is not lecturer, but rather moderator whose task is the workshop preparation in advance. Furthermore, the moderator is present to co-operate with participants, provide advices and evaluate the workshop outputs (Medlíková, 2014).

The workshop is a great tool for developing teamwork and interdisciplinary approach. Moreover, it creates circumstances for sharing participants' ideas in different fields, such as problem-solving methods and solutions to complex situations, creative approaches, etc. With the help of the workshop the participants might consider the problem from many different perspectives. Nevertheless, he also mentions workshop disadvantages, such as participant's lack of knowledge or practice important for analysis of a problem and finding a suitable solution. (Koubek, 2017).

1.6.3 E-learning

E-learning is an educational process provided in electronic form supported by information and communication technologies (ICT). The essential principle of e-learning is to have access to a computer and internet browser. Furthermore, to access educational materials on the websites the admission to the network is required (internet, intranet). The content can be

distributed on multimedia platforms such as CD-ROM or DVD. The primary aim of e-learning is the focus on education aims of the company (Eger, 2005).

There are a lot of divided conceptual interpretations of the term e-learning based on its interface. Eger (2005) introduces three types of e-learning. First of all, the computer-based training (CBT) is the form of e-learning based on work with a computer without an internet connection. It is used for self-study and in educational institutions, but predominantly in companies striving for further education of their employees. This form uses two and more media components (text, animations, audio, video, etc.). Another type of educational e-learning process is web-based learning (WBL) connected to the usage of computers in an online environment. The didactic content and further text sources are being placed on websites which are accessible only with a web browser and access to the internet. The third type, which is referred to as online learning, is the educational process using a computer, internet, and specially developed software. If an aspect of communication is taken in consideration, then, this process is enriching the communication, because the specialized software allows users communicate synchronously, which means the users are able to interact and communicate at the same time (e.g. Video conferencing) or they can participate in collaborative discussion. The online learning advantage is that individuals (especially ones, who are attending distance education or sales representatives on business trips) organize the time and place to study by themselves and the content is accessible any time, from anywhere, through the Internet.

Most likely the e-learning is used by large companies where it can affect more employees and the costs are decreasing with each employee involved in the educational process. The significant initial cost, associated with implementation and running the e-learning program, might be the reason why small businesses rarely use this type of educational method. Only a tenth out of the 9 224 Czech economic entities involved in the survey expressed support toward self-study and e-learning (ČSÚ, 2018).

II. ANALYSIS

2 METHODOLOGY

2.1 Sample

From the very beginning of the research the question has been raised: Who are the most suitable candidates for the quantitative data collection? Thus, concerning the thesis topic, the parameter has been set to include only companies operating internationally regardless of their business industry. Nevertheless, the main point was to address the questionnaire to the companies operating in Zlín region. Economical entities operating in financial industry, automotive industry, language schools, travel agencies, software development agencies, logistic companies etc. were chosen to participate in the questionnaire. They were chosen not only because their area of interest in the market differs, but also for the reason that graduates of English for Business Administration degree course in Tomas Bata University in Zlín are highly proficient, in both, written and spoken English. Thus, they might hold their future working position in any job position relevant to English. Due to the nature of the data collected, the respondents were promised that the collected data remain anonymous as well as the company name.

2.2 Instrument (questionnaire)

The questionnaire is the most frequent method for collecting data and it was used in this work to obtain as many responses from employees as possible. The questionnaire was assessed as the most appropriate tool for getting responses from further distances. Another questionnaire's advantage is its cheap cost. The costs of questionnaire were minimal, the money has been spent for printing out several copies of the questionnaire and services provided by mobile operator. For instance, contacting potential respondents via mobile phone was necessary.

The service offering the creation of own free online questionnaire is available on the website (www.survio.com). However, only limited free version short of premium services is available to users who have not subscribed for premium version.

It is important to mention the questionnaire has been formed in Czech language in favour of respondents comfort. The Czech version of online questionnaire which was used for collecting data is possible to find in appendices.

In order to generate as many answers as possible, the researcher contacted companies in person and tried to convince them to fill in the form of questionnaire as the response rate

on the electronic questionnaire was low. 11 out of total 17 responses (64,7%) were collected online and 7 responses (35,3%) were the merit to the printed copies of the questionnaire delivered to respondents in person.

2.3 Procedure

Emails containing covering letter and the link to the online questionnaire has been sent directly to company owners, company representatives and HR departments based on a contact information obtained from online databases of enterprises freely available on the Internet. In case, an email address of the person responsible for recruiting was not found, then, the customer service department usually was contacted with the further request to pass the questionnaire to the executive employees in the company who would fill up the form.

3 RESULTS

In this part, the questionnaire results are going to be interpreted and subsequently analysed.

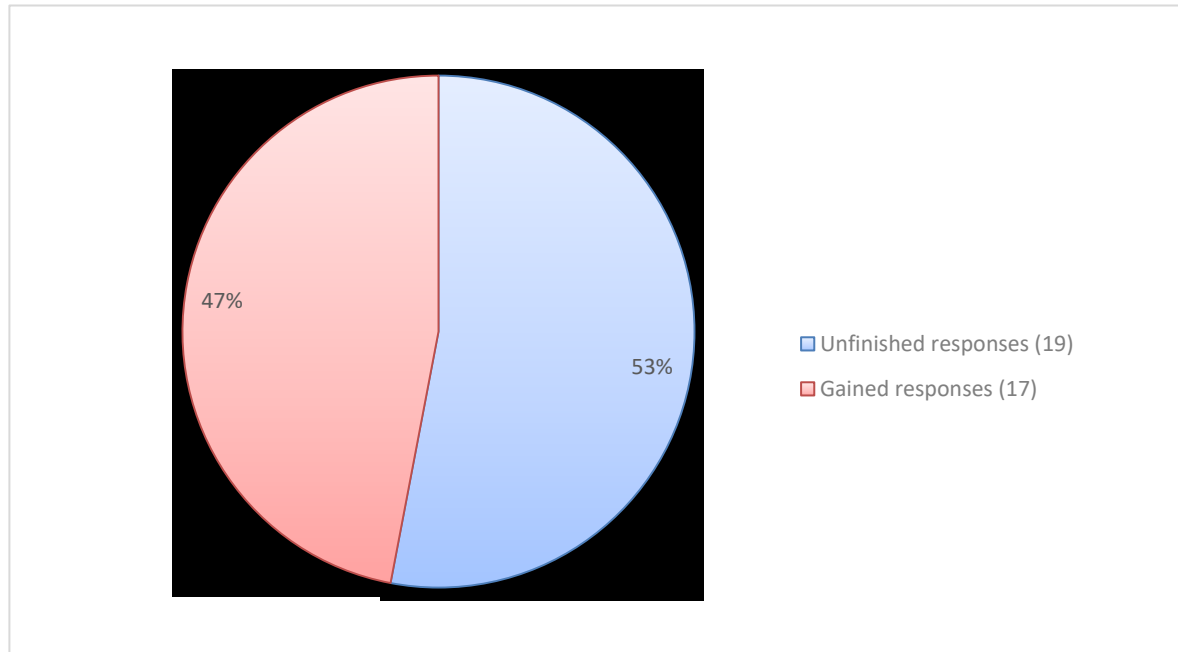


Figure 1: Overall questionnaire response rate

The questionnaire has been filled in by 17 of 83 respondents in total (20,5%) from January till March 2018, during that time the questionnaire was actively collecting data. The questionnaire was visited overall by 36 respondents. However, the majority of respondents (19) did not finish the questionnaire for unknown reasons. Assumptions might be made that the questionnaire was not interesting enough or it was opened out of curiosity. Another speculation is that companies' rules and norms do not allow sharing internal information concerning the hiring procedure, although employers had been rest assured in the cover letter that the information gained from responses will serve only to research study. Nevertheless, there are seventeen respondents who completed the questionnaire and provided information for the analysis.

The time for filling out the questionnaire had been taken in consideration while constructing it, therefore the estimated time duration was set for 5 minutes. Figure 2 demonstrates that 76% of respondents finished the questionnaire within the given time. Only 6% of respondents finished the questionnaire later than in 10 minutes and for 18% of them it took less than 2 minutes.

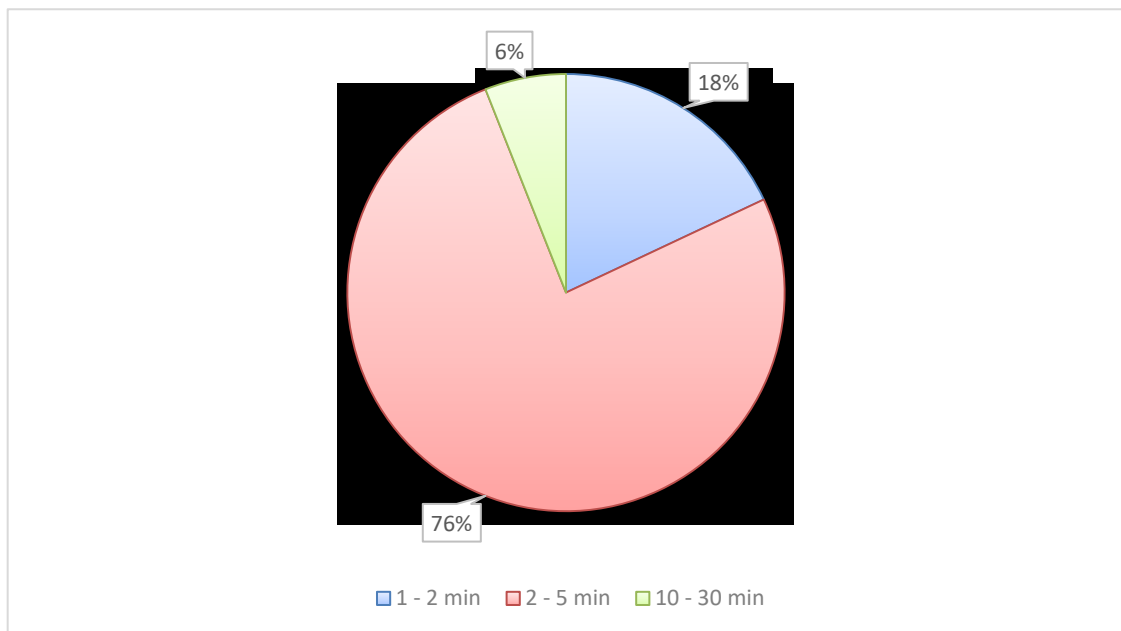
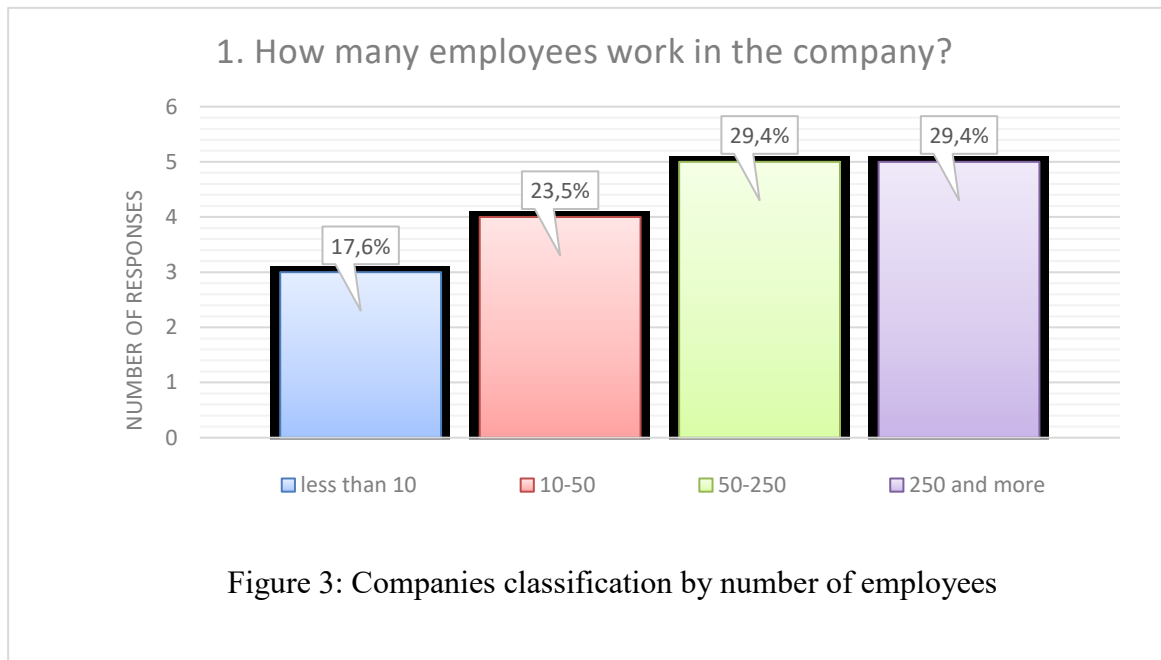


Figure 2: Respondents' time spent on the questionnaire

From this point, the visualization of questionnaire results in the form of charts follow. Each chart's title is translated from Czech to English and represents the question asked in the questionnaire. The graphs are ordered according to original sequence of questions to be found in electronic version of the questionnaire.

Question 1: How many employees work in the company?

The first introductory closed-ended question aim was to classify companies with regard to the number of employees – organizational criteria. Respondents could have chosen only one out of the four categories according to the number of employees working within their company.



The highest number of responses have been returned from medium-sized businesses and large companies. Both of those two company structures are taking the lead with the identical value of 29,4%, followed by small businesses with 23,5% of responses. The lowest rank in the chart is represented by microenterprises (17,6%).

Question 2: Does your company trade on international market?

Companies were asked to provide information regarding to international activity. This question's purpose it to filter out respondents and to narrow down the actual number of companies operating abroad. Closed-ended question has been used (see Figure 4).



Figure 4: Overall view of companies trading abroad shown in percentage

Fourteen of respondents (82%) answered “Yes” to the question and classify themselves as companies operating abroad. On the other hand, four of the respondents (18%) marked option “No” and excluded themselves from the list of companies working abroad.

Question 3: If “yes”: Is English the immediate language for communication with foreign countries?

The question number three is in form of closed-ended question with the response option “others”. The category “others” in Figure 5 has been presented to respondents to write down, optionally, other languages they are using in business communication. Primarily, the question’s aim is to confirm whether English is dominating language in international business communication or not. Based on the previous question, having narrowed down the number of companies operating internationally to fourteen, there were only those fourteen respondents expected to answer the follow-up question (see Figure 5). However, the greater number of responses (17) has been received. It must be mentioned that the question wasn’t obligatory, for those respondents, who had been filtered out by the second question and mentioned that their company does not operate abroad. Therefore, the question could have been skipped.

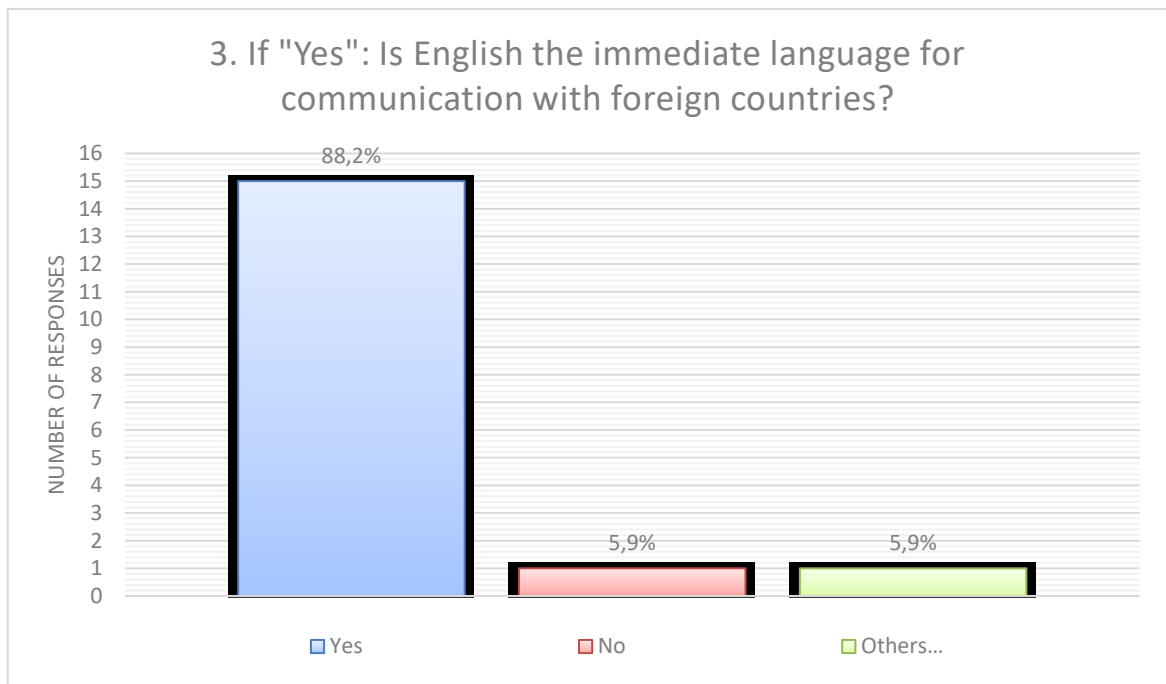


Figure 5: The companies' use of English language for international communication

These data (Figure 5) unequivocally demonstrate that the use of English language for international communication is essential for 15 of respondents (88,2%). One company (5,9%) doesn't consider English the immediate language for communication neither did mention what language they have been using. However, one respondent (5,9%) in the category "Others..." provided information that not only English is being used for communication abroad, but German as well. Unfortunately, due to questionnaire's limitation, it was not discovered which one of the languages prevails.

Question 4: How important is candidates' prior work practice during recruiting process?

Respondents have been asked to provide information whether they prefer potential employees with a previous work practice or graduates without an extensive work practice. The two statements has been presented to the respondents and they were asked to split up one hundred points between the statements according to their consideration. Since all the respondents had to split up one hundred points, the maximum number of 1700 points could have been received overall, because there were 17 respondents. Thanks to the division of one hundred points, it is possible to analyse the received data and to determine the companies' attitude toward recruiting people with prior working experience and graduates.

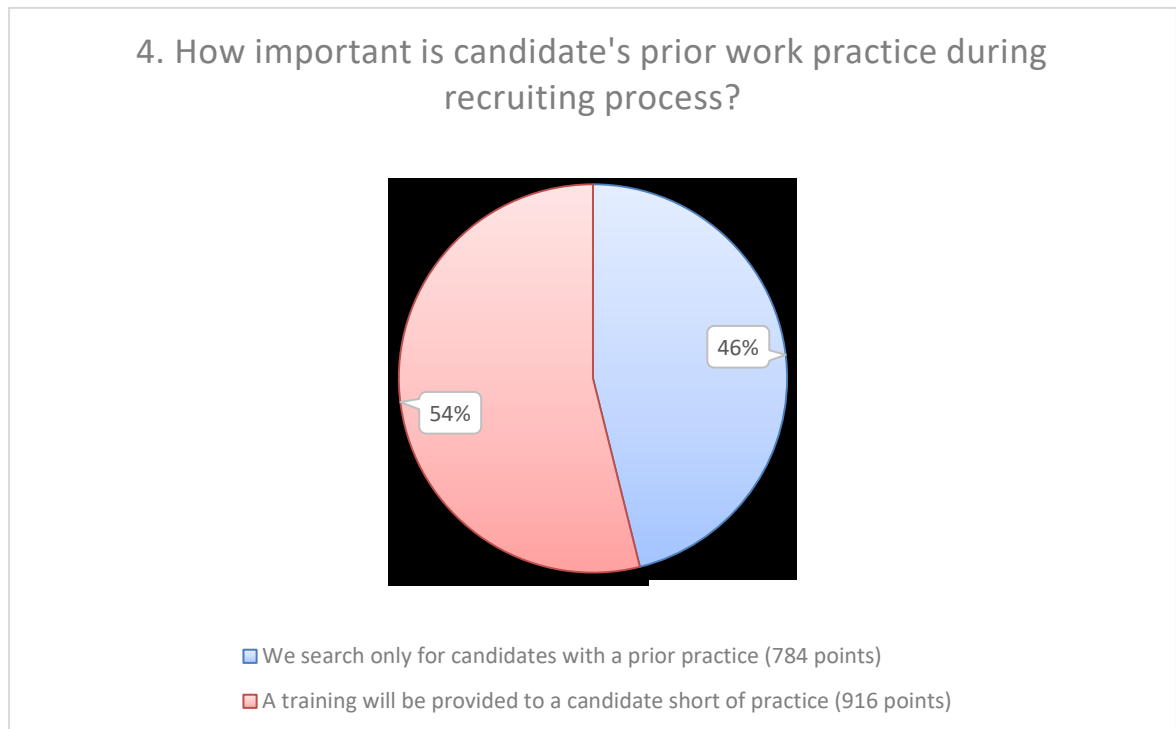


Figure 6: The respondents' attitude toward recruiting graduates and people with prior experience

The analysed data shown in Figure 6, demonstrates ratio of statements regarding the people with prior working experience and the graduates short of qualified practice. It is important to understand, the statements are in mutual relation. The collected data were averaged, therefore they are generalized for each individual company involved in the questionnaire. From the results it is possible to conclude that each company is opened to graduates and is willing to provide them with training if necessary (54%). However, the companies also require to have prior practice at the same time (46%).

Question 5: How important is candidates' knowledge of English language in the process of recruiting?

The question how important is employees' level of English in recruiting has been asked and respondents were expected to mark the magnitude of English language using a star rating question. This is the type of question that enables users to rank attributes on a five-point scale. It's a five-point matrix question, however stars are accustomed to represent it rather than radio buttons or check boxes ("Star Rating Question Type", 2019).

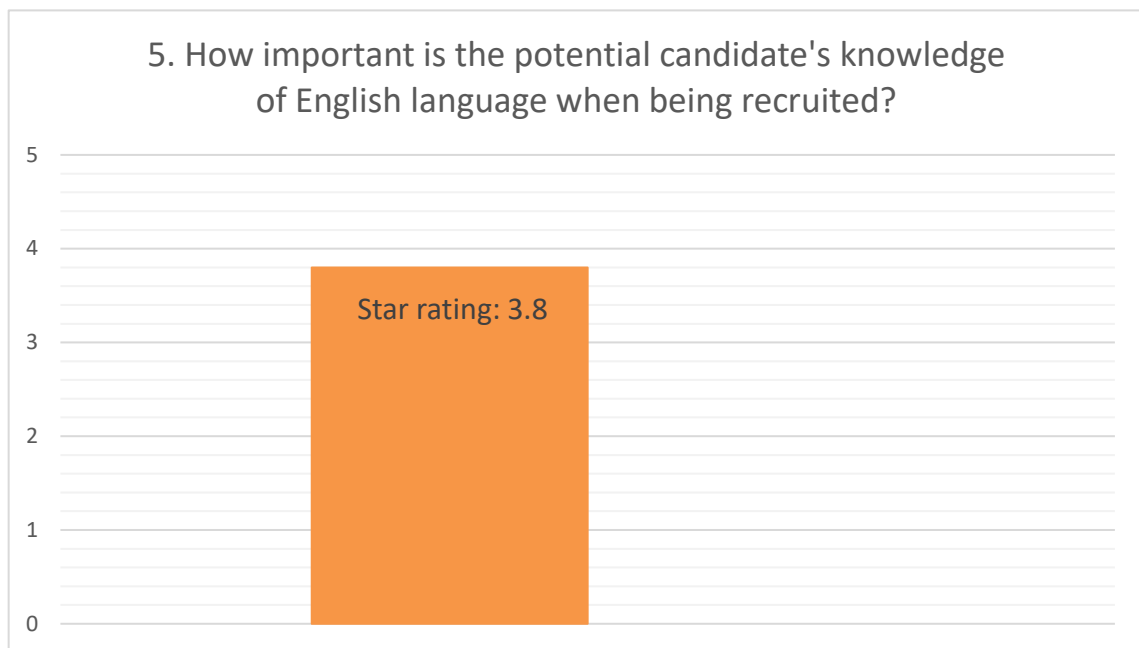


Figure 7: The magnitude of candidate's knowledge of English language

The analysis show respondents' evaluation of English language and its importance in the process of recruiting. With the maximum of 5 stars, the question has been answered by the ratio of 3,8 stars.

Question 6: Do you test candidates' level of English knowledge during interview?

The survey question consisted of closed-ended question, in which, respondents were asked to provide information whether they do test English language or not.

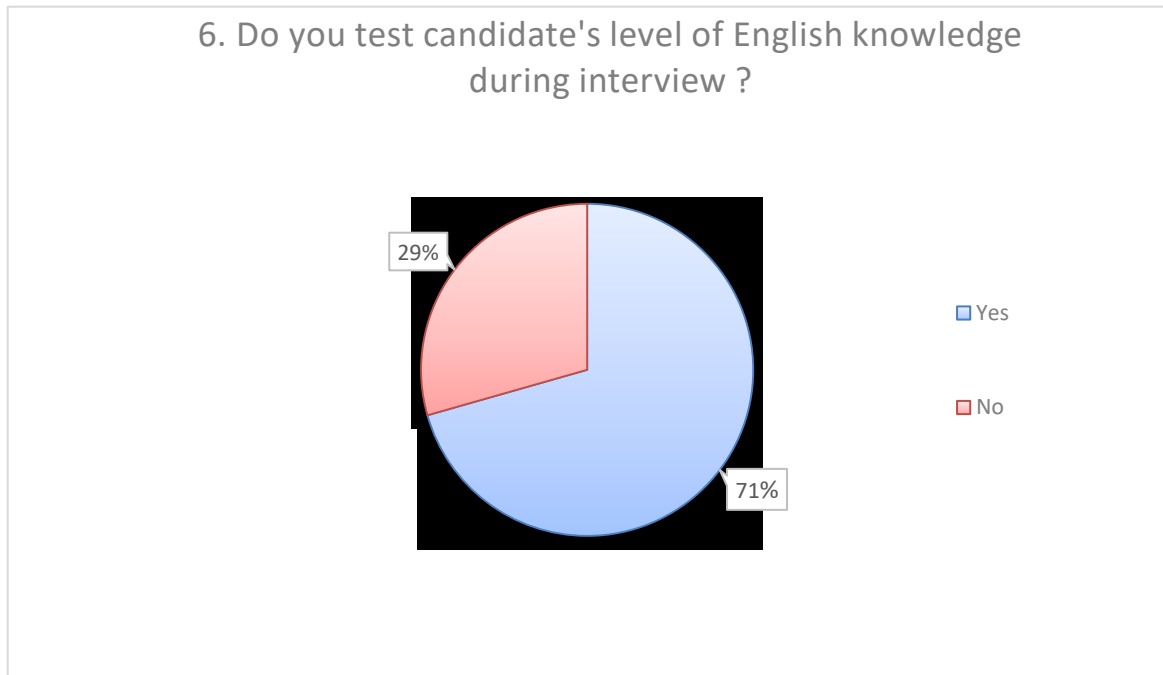


Figure 8: The employers' attitude to English testing

English language testing as part of the recruiting process was confirmed by 71% respondents. On the other hand, 29% of companies responded the English language is not being tested during a recruitment process.

Question 7: If “yes”: What methods are being used for testing English?

The questioned companies were supposed to share the information regarding methods they use for testing applicants' language efficiency during an interview. This was intended to be the question's main goal. Therefore the question has been constructed in the way of the closed-ended question with response option “others”. This type of question not only allows respondents to choose from categories prepared in advance. It also gives space to respondents explicitly write down their own methods they use for testing English language, in case the register of categories within the questionnaire is not completely listed. Thus, constructed question might lower psychological pressure of the respondents, because they might not choose the best suitable option from categories listed within the questionnaire or the choice is possibly missing. Therefore, respondents are free to write down their answers and do not have to necessarily stay positioned in the scheme of given answers. In addition, a greater degree of formality is maintained.

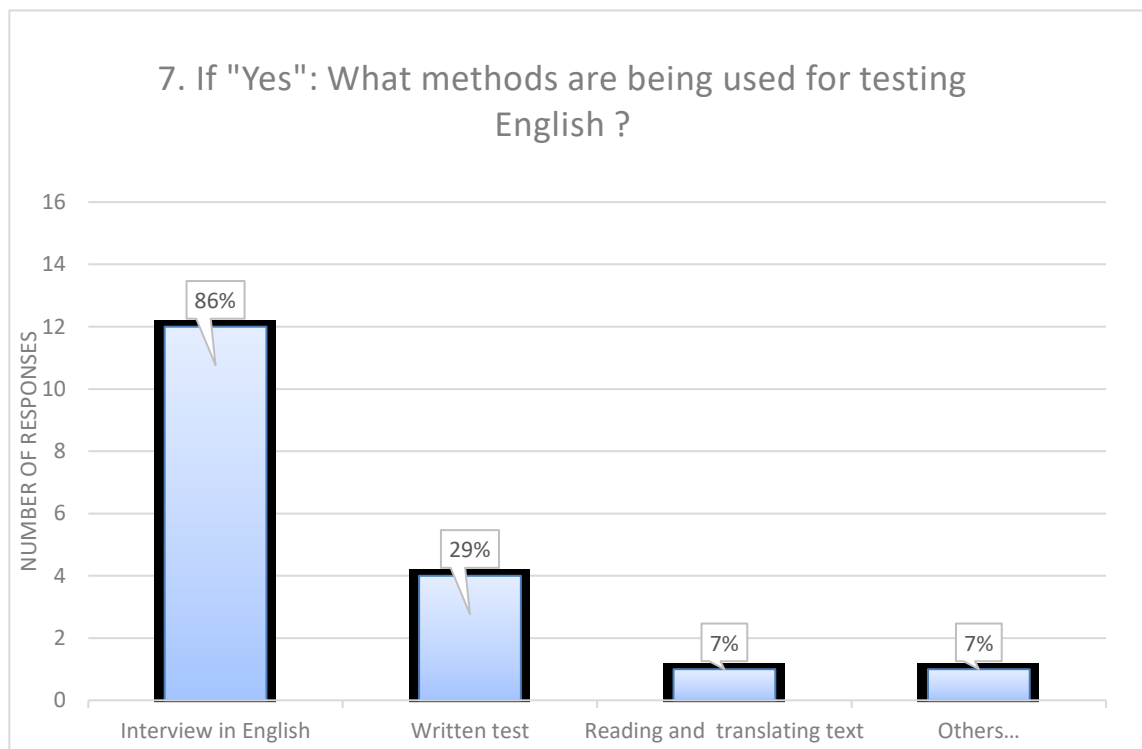


Figure 9: Methods used for evaluation of a candidates' English level by employers

The greatest number of responses gained the "Interview in English" category, from the results, 86% percent of companies incline to this way of English testing. Among 29% of the respondents, the "Written test" category has been marked as second the most used method for detecting applicants' language proficiency. The method of reading and translating text is used by 7% of the respondents. Another 7% of respondents, in the category of "others", provided comment and specifically described the method they use in recruiting. Original sentence is written in Czech, but for purpose of this work it is going to be subsequently translated: "The applicants are having the interview in English, over the phone, with native speaker working in our company. The interview script differs due to the specifications of the job position."

Question 8: Which skills and knowledge of English language do you consider to be important?

In order to recognize employers' language requirements on potential employees and to what extent English language features are considered important, the Likert scale has been created.

The Likert scale is undoubtedly the most famous type of closed-ended question, which is comprised of statements and respondents are supposed to mark the extent to which they agree or disagree by choosing one response in the scale (Cohen, 2007)

The range for the question was set from “not important” to “very important” and respondents were asked to assign the statement to the each single item enumerated in the question (Figure 10). There are seven items listed and the position of each was deliberately chosen to maintain item’s diversity.

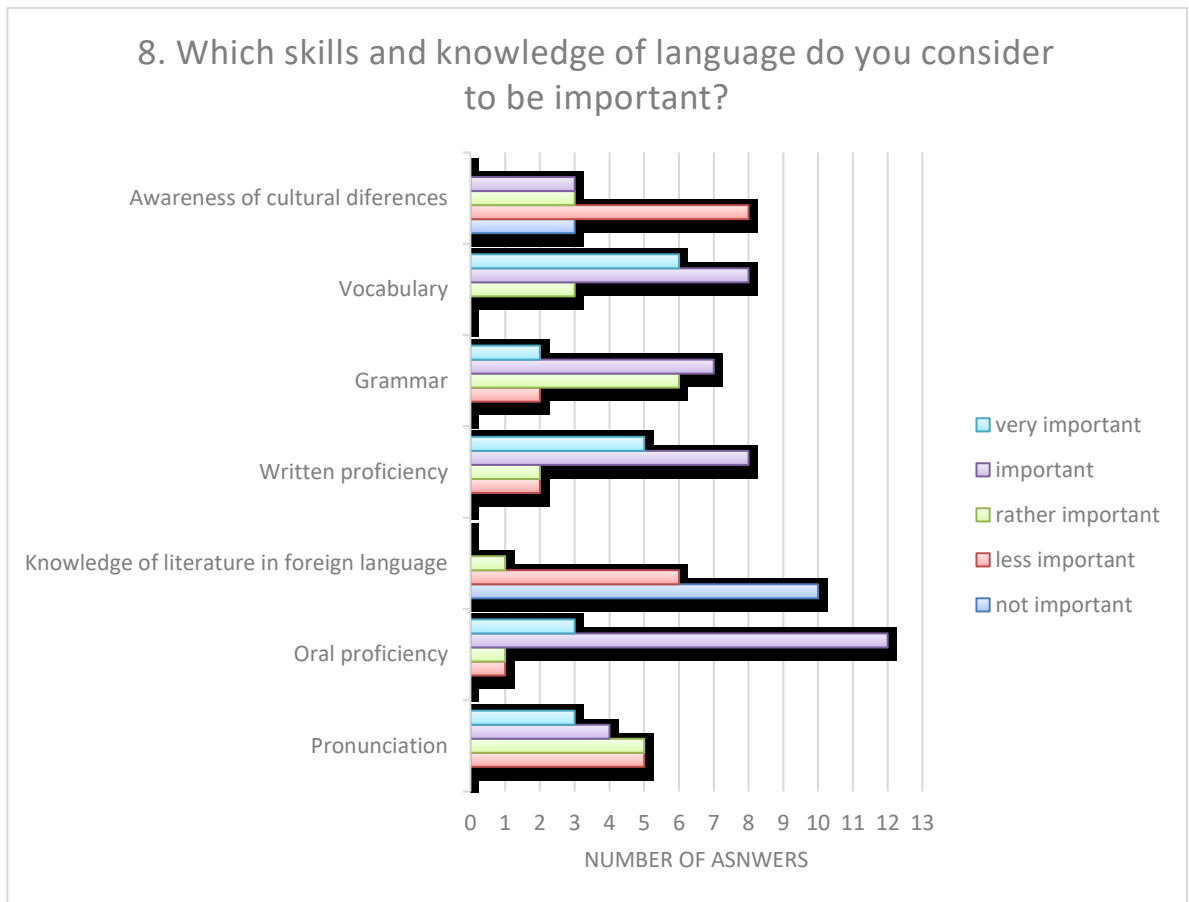


Figure 10: The employers’ evaluation of English skills and knowledge due to the significance

The first item concerning cultural differences was ranged from “not important” to “important”. None of the respondents consider it “very important”. In addition, it is the only item which has received the most “less important” answers. Another subject of the study is vocabulary, which was ranged from “rather important” to “very important”. The respondents considerably indicate the vocabulary to be “very important” way ahead of written and oral proficiency. Grammar was evaluated in the range from “less important” to “very important”

and gained the most “rather important” responses rather than any other items in the scale. Regarding to the knowledge of foreign literature category, this item was marked with ten answers as “not important”. In addition, it is the only item which was ranged by respondents from “not important” to “rather important” — not further. The written proficiency item was not marked as “not important” not even in one case. It is the second category which received the most “very important” answers after vocabulary. Moreover, it received the same amount of “important” answers as vocabulary. The respondents have almost the same opinion about oral proficiency and twelve of them marked it as “important”. In addition, oral proficiency is the only item which received the most “important” answers. For the coherent review of single items answered, the table has been created for the purpose of further analysis.

| | Pronunciation | Oral skills | Knowledge of foreign literature | Written skills | Grammar | Vocabulary | Cultural differences |
|------------------|---------------|-------------|---------------------------------|----------------|---------|------------|----------------------|
| Not important | 0 | 0 | 10 | 0 | 0 | 0 | 3 |
| Less important | 5 | 1 | 6 | 2 | 2 | 0 | 8 |
| Rather important | 5 | 1 | 1 | 2 | 6 | 3 | 3 |
| Important | 4 | 12 | 0 | 8 | 7 | 8 | 3 |
| Very important | 3 | 3 | 0 | 5 | 2 | 6 | 0 |

Table 1: Number of responses received within each category

Gavora (2010) describes the approach of processing collected data within the scale and states that the Likert scale should be understood as continuum. Therefore, to each response option a coefficient was assigned (Table 2). The “not important” option has an adverse attitude, therefore the coefficient 1 was established. For the favourably “very important” option the coefficient 5 was assigned. Then, the frequencies of answers for each response option are multiplied by the corresponding coefficient. Once the data were processed in such way, the sum of answers within the each item is divided by the number of respondents. By this mean, the average sum was obtained which will further serve to identification of employer’s requirements.

| | | | | | |
|-------------|---------------|----------------|------------------|-----------|----------------|
| | Not important | Less important | Rather important | Important | Very important |
| Coefficient | 1 | 2 | 3 | 4 | 5 |

Table 2: The division of coefficients assigned to each response option

The analysed data were put in a table in numerical order. Moreover, the arithmetical results in Table 3 are shown in the scale using colour evaluation and go hand in hand with Table 2 which serves as the legend.

| | |
|-----------------------------------|------|
| Vocabulary | 4,18 |
| Oral proficiency | 4 |
| Written proficiency | 3,94 |
| Pronunciation | 3,29 |
| Grammar | 2,77 |
| Awareness of cultural differences | 2,35 |
| Knowledge of foreign literature | 1,47 |

Table 3: Averaged results of English features

The comprehensive data (see Table 3) showed that the most important language feature among employers is vocabulary (4,18), followed by oral proficiency (4) and written proficiency (3,94) on the third place. All the three, previously mentioned items' numerical values are either approaching, or, slightly exceeding the value 4 which has been labelled as "important". Pronunciation holds its position exactly in the middle with the value 3,29 and classifies itself between the options "rather important" and "important". Grammar is placed fifth in the rank with the value 2,77, which categorizes the item between the "less important" and "rather important" options. The penultimate position in the table is held by awareness of cultural differences category representing the value 2,35 and is evaluated by respondents in the range from "less important" to "rather important". The analysis shows that the knowledge of foreign literature is the least appraised item which received the score 1,47 and categorized itself between "not important" and "less important" options.

Question 9: Do you provide employees with language education?

The respondents were asked whether they are supporting their employees in developing language competencies.

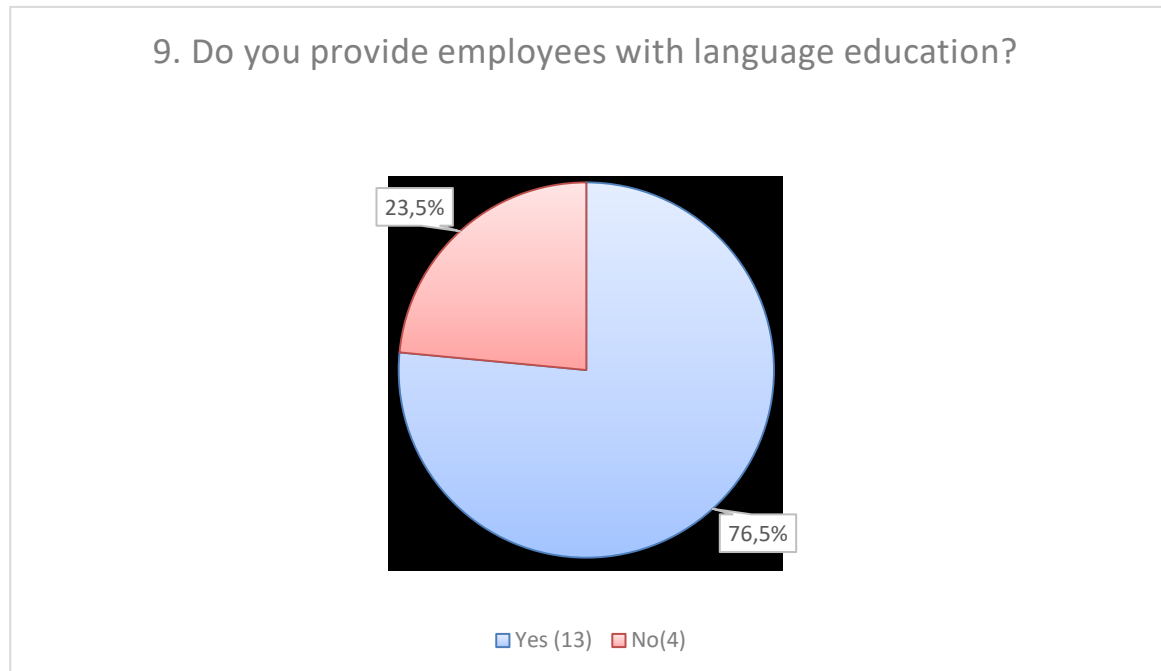


Figure 11: Number of responses referring to employee language education

As seen in Figure 11, more than three quarters (76,5%) of companies positively confirmed they are providing their employees with the education program. However, 23.5% of companies expressed negative response toward employees' continuing education and development.

Question 10: If "yes": Please choose education programs which are used within the company

With the help of multiple choice; closed-ended question with other — companies were asked to provide information regarding to specific educational programs, or other learning opportunities. The aim is to find out methods which are the most popular among employers.

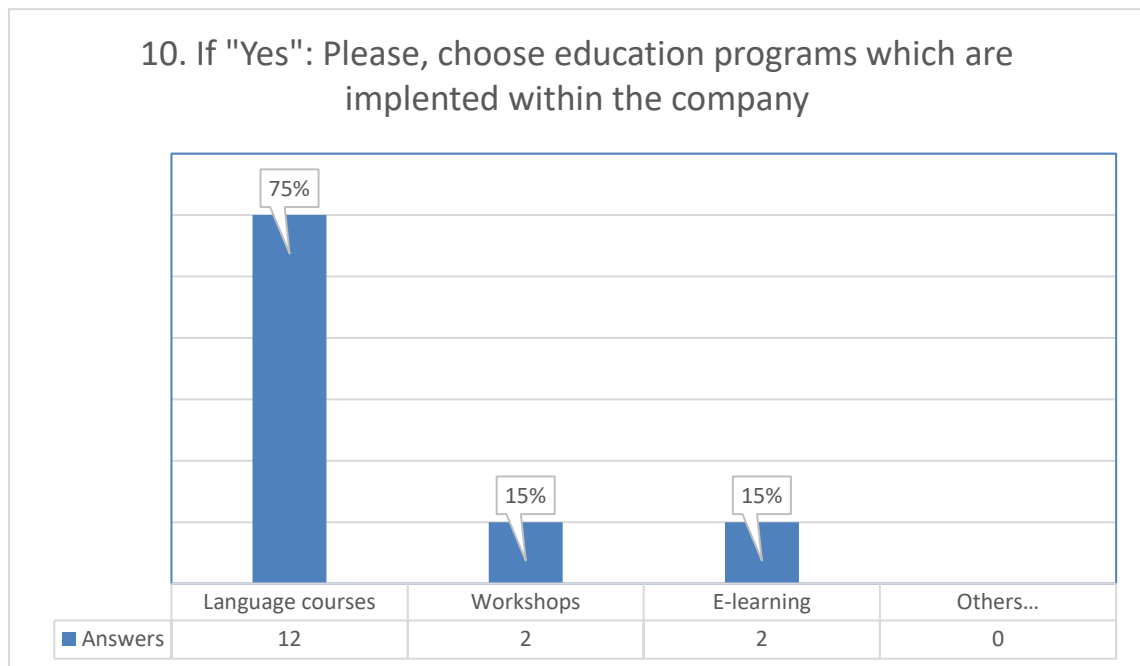


Figure 12: Representation of the methods used for employees language education

According to the questionnaire results, fourteen of the respondents (93%) answered only the one category, whereas one respondent (7%) mentioned they are using two educational programs, implemented within their company. The question results (Figure 12) show that the most popular method used for developing employees' language competencies is language coursew (75%). None of the respondents made use of „others“ category, therefore it stays without responses. Workshops are being used in 15% of the companies, the same percentage received the category „E-learning“ (15%).

CONCLUSION

The English language is spread world-wide due to a lot of reasons. Among them is great influence of an American media industry, globalization, and internet as well as influence of former British Empire. English language, which is spoken by far more non-native speakers than native speakers, has become the language of international trade and business due to the internationalization. That is the reason why in the majority of cases employers nowadays perceive English as a must for their employees.

This thesis researches English and it is natural for languages to undergo changes over the time. Therefore the language is variable unit which does not remain the same and should be tested periodically. The same is applicable for employers' requirements which are changing with the time. Therefore, the language and requirements as two variables can be monitored throughout the time using a longitudinal research. Dörnyei mentions that the longitudinal research provides data for different time periods and the time periods can be compared between each other. It helps to monitor potential changes between the time periods as well (2007).

As we discovered in the research, for the enterprises with different number of workers English is important to the same extent. Moreover, the domination of English language in Zlín region is confirmed by 88,2% of respondents, who indicate English to be a main language for international communications as well as one of the means of extending the sphere of their influence. In recruiting, 71% of the companies test English proficiency of a potential employee's and most frequently they use the interview method (82%), most likely, because this method helps employers to discover the candidate's personal or professional qualities, in addition, it provides an insight into the candidate's level of language. Also, the research discovered the fact that employers value the most vocabulary, oral proficiency and written proficiency of employees. As a matter of fact, employees' knowledge of foreign literature has no use from the perspective of the employer, but being aware of cultural differences in business is needed in order to success on international arena.

The collected data were averaged, therefore generalized for the each company. Employers are willing to provide graduates with training if necessary (54%). However, at the same time the employers require a previous working practice (46%). In order to comply with this criterion of previous working practice, students are recommended to find a work already during their studies. Moreover, participation in non-profit organizations might be appreciated by employers.

The analysis of 2017/2018 courses available for students of English for Business Administration course degree showed that there was no such course that is focused on international communication and cultural differences. The author argues that the aspect of the cultural differences is essential to business environment and found the course KUMK/CCUC1 Cross-Cultural Communication taught on Faculty of multimedia communication, which engages the significance of an intercultural approach in marketing and international trade. This course would be useful for students of English for Business Administration course degree.

The results might be taken into consideration by the Universities to adapt their programs learning English to the needs and demands of the employers in order to reduce unemployment rate. This, in turn, will be one of the factors increasing the prestige and status of the Higher Education institution.

One of the limitation of quantitative methods is that they do not uncover the specific reasons, yet do not explain the observations. Therefore, a suggestion is to make use of mixed research methods for the future continuation of the research. For instance, an interview with executives, might bring deeper understanding of hiring procedures and demands of the employers.

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LIST OF ABBREVIATIONS

CV Curriculum vitae

ICT Information and Communication Technologies

WBL Web-Based Learning

CBL Computer-Based Learning

CTVS Continuing Vocational Training Survey

DF Deal-focused

RF Relationship-focused

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APPENDICES

Požadavky zaměstnavatelů na anglicky mluvící zaměstnance při jejich výběru (oblast administrativy)

Požadavky zaměstnavatelů na anglicky mluvící zaměstnance při jejich výběru (oblast administrativy)

1. Kolik zaměstnanců pracuje ve společnosti?

Nápověda k otázce: *Vyberte jednu odpověď*

- méně než 10
- 10 - 50
- 50 - 250
- 250 a více

2. Obhoduje vaše firma na mezinárodním trhu?

Nápověda k otázce: *Vyberte jednu odpověď*

- Ano
- Ne

3. Pokud "Ano": Je angličtina bezprostředním jazykem pro komunikaci se zahraničím?

Nápověda k otázce: *Vyberte jednu odpověď*

- Ano
- Ne
- Jiný...

4. Jak je pro vás důležitá předchozí praxe při výběru zaměstnance na pozici v administrativě?

Rozdělte: 100 bodů

hledáme pouze zaměstnance s předchozí praxí pracovníka s nedostatkem zkušeností zaškolíme

Požadavky zaměstnavatelů na anglicky mluvící zaměstnance při jejich výběru (oblast administrativy)

5. Nakolik je pro vás důležitá znalost angličtiny při přijímání nového zaměstnance?

☆☆☆☆☆ / 5

6. Testujete při přijímacím pohovově znalost úrovně angličtiny uchazečů?

Nápověda k otázce: *Vyberte jednu odpověď*

- Ano
 Ne

7. Pokud ano: Jakých metod využíváte?

Nápověda k otázce: *Vyberte jednu nebo více odpovědí. V části "Jiná" se můžete vyjádřit k vlastním praktikám pro pro ověření znalostí anglického jazyka*

- Ústní pohovor vedený v anglickém jazyce
 Písemný test
 Čtení textu a jeho následné přeložení
 Jiná...

8. Jaké z dovedností a znalostí v anglickém jazyce považujete za důležité u svých zaměstnanců?

| | Není důležitá | Méně důležitá | Spíše důležitá | Důležitá | Velmi důležitá |
|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Výslovnost | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ústní projev | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Znalost cizojazyčné literatury | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Písemný projev | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gramatika | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Slovní zásoba | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Přehled mezikulturních rozdílů | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Požadavky zaměstnavatelů na anglicky mluvící zaměstnance při jejich výběru (oblast administrativy)

9. Podporujete zaměstnance v rámci jazykového vzdělávání angličtiny?Nápověda k otázce: *Vyberte jednu odpověď*

- Ano
 Ne

10. Pokud ano: Jaké způsoby výuky angličtiny v řadách vlastních zaměstnanců využíváte?Nápověda k otázce: *Vyberte jednu nebo více odpovědí*

- Jazykové kurzy
 Workshopy
 E-learning (vzdělání za pomoci online kurzů)
 Jiná...